



**Report to Matthew Goniwe School of Leadership
on ICT Leadership Training
conducted between October 2014 and January 2015**

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Introduction

E-Education plays a pivotal role in helping the Department of Basic Education achieve its goals in education sector. In “Action Plan 2014: Towards the Realisation of Schooling 2025” there is a focus on Goal 16 which aims to drive efforts for increased professionalism, teaching skills, subject knowledge and computer literacy of skills of teachers as lifelong learners.

As part of this goal, the Gauteng Department of Education seeks to create an enabled environment by providing ICT infrastructure to schools. The intention of this project was for SchoolNet SA to work with the Matthew Goniwe School of Leadership to provide training in using and managing ICT resources to teachers, managers and ICT coordinators representing six schools involved in the School of the Future Pilot Project.

2 Courses offered

This project consisted of three courses offered to delegates from the six pilot schools:

2.1 *Management and Usage of ICTs in Public Schools*

In this course, school leaders are guided through the process of developing a vision for ICT usage, creating ICT plans, policies and learning programmes; and managing ICT resources. <http://schoolnet.org.za/GDE/>. This course is worth 10 SACE professional development points when offered by SACE accredited training provider, SchoolNet SA.

This course was offered to principals, deputy principals, Heads of Departments and ICT coordinators from the pilot schools. Training was offered to delegates in two clusters over three Saturdays per course.

2.2 *Intel® Teach: Getting Started*

This entry level ICT skills course includes activities focused on basic computer skills and 21st Century teaching. It introduces learner-centered teaching approaches, critical thinking, and collaboration. <http://schoolnet.org.za/gettingstarted/>. This course is worth 10 SACE professional development points when offered by SACE accredited training provider, SchoolNet SA.

One course, held over three consecutive Saturdays was offered to teachers from each of the pilot project schools. One of these schools, Sunward Park High elected to receive the Intel Teach Project Based Approaches course instead as their teachers already had good computer skills.

2.3 *Microsoft Partners in Learning Teaching with Technology*

The Teaching with Technology curriculum is designed to help educators develop a deeper understanding of how ICT integration can enhance the teaching and learning experience, and enable students to acquire 21st century skills. Among many benefits, Teaching with Technology is aligned with the UNESCO ICT Competency Framework for Teachers which is very similar to the South African ICT Competency Framework.



The Teaching with Technology Course was introduced during an afternoon face-to-face session held at each of the pilot schools. The kick-off session included registering for the Microsoft Educator Network, going through an orientation to the course and the other tools and offerings on the Microsoft Educator Network and completing an online diagnostic assessment. Following on from this kick-off session, teachers can then complete modules at their own pace and receive a Microsoft certificate once they have passed the online assessment.

3 Description of Training Sessions

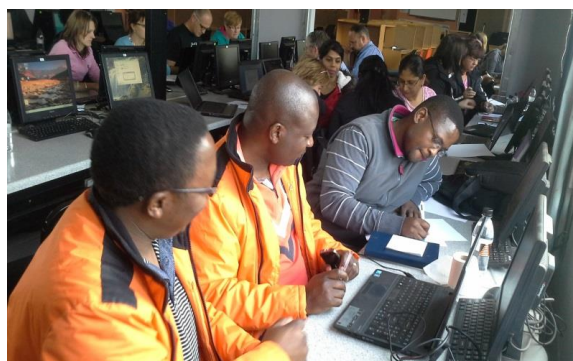
3.1 Management and Usage of ICTs in Public Schools

Two clusters of training for this course took place as follows. The training sessions are then described in more detail beneath.

Cluster and Training Venue:	Sunward Park High School	Ponelopele Oracle Secondary School & Tlama-Tlama Primary School
Dates:	20 September 2014 4 October 2014 11 October 2014	20 September 2014 27 September 2014 4 October 2014
Schools involved:	Sunward Park High School Tandi Eleanor Sibeko Secondary	Boitumelong Tshepisa Ponelopele Oracle Secondary School Tlama-Tlama Primary School
Participants:	34	43
Facilitator:	Daniel Maedi	Saul Pila

Sunward Park High School Cluster

Representatives from both schools were eager to go through this course. As Maedi got to know the participants it became evident that ICT skills of teachers from these two schools were on different levels, as participants from Sunward Park High were on a much high level than the participants from Tandil Eleanor Sibeko Secondary School. Maedi also discovered that teachers from Sunward Park High School use laptops daily for administration and teaching and each and every class has a data projector, whilst teachers at Tandil Eleanor Sibeko teachers do not have access to ICT resources apart from the 40 tablets for learners to use for the implementation of e-Learning.



The educators from Tandi Eleanor Secondary School had not had enough experience of the use of ICTs to work confidently with the computers, except for their ICT Coordinator hence the trainees were from two distant different worlds of ICTs.

Day 1: After all the logistics for the training were taken care of Maedi started with the Activity on “Who are we as a school?”. This became an ice breaker and training continued with the the facilitator and participants discussing at length the concept of “e-Readiness and e-Maturity”.



Participants were then asked to create a folder where they would save their work, and evidently participants from Sunward Park High School did this with ease, but the task proved challenging for participants from Tandi Eleanor Sibeko. Several modules were covered Module 1: Activity 3 and also Module 2: Activity 1 on Microsoft research.

Day 2: Training started at 09:00am and Mr Emmanuel Makgatho from Matthew Goniwe visited the centre for a routine check. Participants continued focusing on module 2. They then moved on to exploring educational websites with educational material including the Microsoft Educator Network. Participants completed a description of the current status of the ICT use in their schools and a professional development planning template was also completed as well as the online questionnaire for individual needs and priority areas.

Day 3: Focus for day 3 was the ICT Policy Framework and school e-Readiness. The e-Readiness Index was completed as well as the e-Maturity indicator. The question of the importance of computer Literacy and the actual integration of ICTs in the Curriculum was also considered. Towards the end of the day educators completed the evaluation forms to give an indication of how the training material was found useful by the participants.

Suggested improvements and / or General comments:

Training should be organised over a period of two days from the morning to the afternoon – as this will, ensure better retention and following by the educators. The trainer remarked that getting two schools from two vast worlds of ICT makes training very difficult for the trainer as it is pitched too high for one school and too low for another and cannot be reconciled. The trainer suggested a thorough school analysis be conducted so that schools can be paired according to their individual needs.

Ponelopele Oracle Secondary School Cluster

Training was scheduled at start at 08:30am but due to challenges experienced at the lab, the starting time had to be pushed later. The Ponelopele computer lab had mostly “thin clients” which made it a challenge for participants to access the course. Finally participants were moved to the staff room which had some computers and a further four participants were given laptops in order for them to continue with their work.

Day 1: Participants were introduced to the course and Schoolnet trainer Mr Saul Pila took them through it. They went on and started with the modules even though connectivity was intermittent.



Day 2: Training started at 09:00. The school’s ICT coordinator loaded the course onto the server and participants were able to fully access it. Module 2 was completed where Schoolnet trainer Mr Saul Pila took the participants through activities and understanding e-Maturity. Participants showed interest as they were moving on to Managing ICTs in the Schools.

Day 3: This day of training was conducted at Tlamatlama Primary School as Ponelopele High School was not available. On that day the principal of the school (Ponelopele) was getting married and all the staff members were expected to be attending. That is why the training was moved to Tlamatlama Primary School. At Tlama-Tlama participants used a well-kept staff-room for training and were each given a laptop. There was Wi-Fi internet connectivity. No problems were encountered at this venue.

Module 3 was completed and did not pose a challenge as most schools had policies. Participants were advised to come up with one policy that encompasses all the ICT Policies.

Comments by some trainees:

“I wish we can continue, not to lose track with the trainers, in order to close the gap of illiteracy to literate. The facilitator was good have time for individual assistance have patience with us. I really enjoyed my ICT training and willing to take it to the other people meaning them assistance”

“This was very informative. I feel privileged to get information. I can better managed the situation and ITC resources”.

“The ICT Training was useful and needed because some of us still need to learn more about ICT.”

3.2 Intel Getting Started

Three rounds of this course took place as follows:

Cluster and Training Venue:	Delpark Teachers' Centre	Thembisa Secondary School	Phomolong Secondary School
Dates:	6 – 8 October 2014	18 October 2014 25 October 2014 1 November 2014	17 and 24 January 2015
Schools involved:	Thandi Eleanor Sibeko	Boitumelong Secondary Tlamatlama Primary	Phomolong Secondary
Participants:	17	43	36
Facilitator:	Thulani Magubane	Zanele Ngwane & Winny Legodi	Saul Pila

Dalpark Teachers' Centre: Thandi Sibeko Secondary School

Most of the 17 educators in attendance did not have Computer skills. Training was conducted at Dalpark Teachers' Centre in Brakpan. The venue had laptops with Windows 7 and Office 2007; there was a data projector and Internet Connectivity.

Module 1 – 11 were dealt with. Educators struggled with the practical modules but by the end of the session they had learned a lot on Basic Computer Skills like MS Word, MS PowerPoint, and MS Excel. 21st Century Skills was the highlight of the course as educators felt that it was essential for their teaching and learning.

Thembisa Secondary School: Boitumelo High and Tlamatlama Primary School

Thembisa Secondary School was used as a venue for training schools; Boitumelo High School and Tlamatlama Primary School. Two sessions were run concurrently in two computer labs using two trainers to accommodate the large number of educators attending the training. Of the 43 educators who attended training and only two were computer literate.



Modules 1 – 14 were completed. Educators were very happy to learn about 21st Century Skills and thought it was very important since their learners were very knowledgeable and challenged them a lot. Participants also enjoyed using the internet to research information relevant to their subjects and they visited sites like the Thutong education portal and the Microsoft Educator Network.

Phomolong Secondary School

Getting Started training for this school was conducted by Mr Saul Pila. Of the 36 participants who attended training only 20% were computer literate. Sessions covered included 21st Century Skills, Internet, Collaboration, Excel and Multimedia. Educators prepared presentations and showcased them to their colleagues at the conclusion of the course.

3.3 Intel Elements: Project Based Approaches

Instead of staff completing the Getting Started course, it was decided that teachers from Sunward Park High School were ready for a more advanced course in ICT integration. As a result, this school was offered the Intel Teach Elements Project Based Approaches course. This course took place as follows:

Cluster and Training Venue:	Sunward Park High School
Dates:	6 – 8 October 2014
Schools involved:	Sunward Park High School
Participants:	22
Facilitator:	Daniel Maedi

Sunward Park High School

The training venue was a school staffroom where all 22 trainees were expected to bring their own laptops. They looked at the e-Learning experience in depth as well as how project based learning can take place in a class. They also focused on the assessment of projects and the application of the 21st Century Skills in the classroom. Educators did some work on their own and then looked at some Internet safety tips with the trainer.

3.4 Microsoft Teaching with Technology Kick Off

Each school in the School of the Future pilot project received an afternoon kick-off session for this course. These took place as follows:

School	Tshepisa Primary School	Boitumelong Secondary School	Ponelopele High School	Phumolong Secondary School	Thandi Sibeko Secondary	Tlamatlama Primary School
Date:	21 Jan 2015	22 Jan 2015	27 Jan 2015	27 Jan 2015	29 Jan 2015	29 Jan 2015
Participants:	22	25	25	21	22	27
Facilitator:	Megan Rademeyer	Victor Ngobeni	Megan Rademeyer	Victor Ngobeni	Megan Rademeyer	Victor Ngobeni

Courseware:

This was a Teaching with Technology Kick-Off, meaning that teachers were being assisted to sign up on the Microsoft Educator Network platform and to log-on onto the Teaching with Technology course. The aim was to get them to at least take up the self-survey and possibly start one module.

However, due to time constraints only a couple of teachers managed to go beyond the self-survey on the day. We are hopeful that some may go on to complete the course and will receive the Microsoft certificate. For this to happen however, school ICT coordinators may have to continue to motivate and assist their colleagues.

Participants:

The ICT abilities of the teachers in attendance ranged from teachers with no ICT skills to many with moderate skills to a few with advanced skills. It was disappointing that some of the teachers who attended these kick-off sessions were not the same teachers who had attended the Intel Teach Getting Started course as this would have ensured at least some computer skills as well as an email address. It was encouraging to see some teachers and notably some ICT coordinators helping others and working quickly through the self-assessment. These teachers could easily complete the course and be role models to others.

Challenges:

In all cases these training sessions were scheduled to start at 14:00 but as schools were still in session training only started at 14:30 at the earliest. At Ponelepele Oracle teachers had not been informed of training at all as the email had been sent to the previous principal not the new principal who had taken over in January 2015. These teachers were understandably irritated at being told at the last minute that they would have to remain after school to attend a training session, exacerbated by the fact that most teachers were also required to attend an evening function at school on the same day. Similarly at Boitumelong and Phomolong, teachers indicated that they were not informed beforehand about the training. Hence they were ill-prepared.

Teaching with Technology is an online course that requires teachers to have email addresses and to have at least joined the Microsoft Educator Network beforehand. The message to ask teachers to sign up for the Microsoft Educator Network prior to training was not passed on and in most sessions time was wasted getting teachers to register for the Microsoft Educator Network and in some cases to sign up for an email address. As an example, about a quarter of the teachers at Boitumelong High School indicated that they have either lost their passwords or have forgotten their email usernames.



A further challenge was the internet speed. Whilst teachers could connect to the internet at all six schools, when many people were trying to access the internet at the same time the internet speed slowed down to a very frustrating pace. The Huawei tablets that the teachers used often lagged during online self-assessment activity, requiring to be refreshed. In some cases, even the refreshing did not help matters. This meant that a simple multiple choice test consisting of 40 questions, which should take no longer than 20 minutes, was not completed in many cases after more than 40 minutes had lapsed.

Successes of the course:

The teachers enjoyed going through the self-assessment and then getting their course results (learning plans) at the end. This is a great example of self-directed learning that caters a course according to participant needs. Teachers also enjoyed the opportunity to be reflective of their own practices and this led to some lively discussions. Teachers enjoyed being exposed to the Microsoft Educator Network as well as some of the free tools on offer (AutoCollage, Photo Story, SongSmith etc.) but would have liked to have spent more time learning how to use these tools and experimenting with these. It was not the intention of the kick-off session to go into the tools in depth but we are hopeful that some teachers may work through the tutorials on their own.



4 Conclusion and Recommendations

There were a number of challenges in this project relating to venues and logistics. Some schools did not have computer labs at the start of training, nor was their internet connected. This meant that some initial training sessions had to be cancelled and rescheduled at the last minute, and ultimately some training sessions took place in venues other than the pilot schools. This is problematic in terms of ensuring that teachers continue to practice their new computer skills after the training session has taken place. If there are no facilities at a teacher's own school, he or she is unlikely to practice and retain the skills that have been developed at training. By the final session – the Teaching with Technology kick off all schools had working internet and at least the 40 Gauteng Department of Education Huawei tablets, however the project as a whole would have been more successful if training only commenced after each school was fully equipped.

This project divided the roles and responsibilities between SchoolNet SA and the Matthew Goniwe School of Leadership in terms of arranging training. Whilst MGSL was responsible for inviting delegates and informing them of training in some cases this did not happen, or training was cancelled at the last minute meaning that facilitators and catering that had been booked had to be cancelled. Should a similar project or a larger rollout be conducted in the future, SchoolNet SA would prefer to take on the role of liaising directly with schools. That said – we did appreciate the fact that MGSL staff had an ongoing relationship with the schools and that they made an effort to attend training sessions themselves and assisted where required. We also found it was useful to have project meetings and in one case a site meeting prior to training. This helped to ensure that both parties were working together and had a shared understanding of the training rollout.

A point worth mentioning with regards to this project is that it included a pathway of courses. These aimed to get management buy-in and support at the beginning of the project; to build teacher's basic computer skills through the Intel Teach Getting Started course and to then provide an opportunity for further customized self-study through the Microsoft Teaching with Technology course at the end. We believe that this is an effective way of building skills over time and that it is more effective than a once-off training session. It was disappointing that Sunward Park High was

replaced by another school mid-way through the project as this could have been an example of where the training pathway was really effective. It was also unfortunate that school leaders at the replacement school - Phumolong Secondary School – missed out on receiving the Management and Usage of ICTs in Public Schools course which was offered prior to their inclusion in the pilot project. Should this project be repeated, efforts should be made to select schools at the outset who have demonstrated the commitment to see the entire project through to the end.

We commend that Gauteng Department of Education and the Matthew Goniwe School of Leadership for recognizing the importance of guidance for school leaders and training for teachers in how to make use of technology for educational purposes. This component of a device rollout project is often overlooked and yet it is a key feature that can help a school to truly become a school of the future. Should this project be taken to scale we would welcome the opportunity to once again be the training provider.



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SchoolNet SA – February 2015